DOCUMENT RESUME

ED 088 542 JC 740 096

TITLE	KOCE-TV Needs-Assessment Surveys. Target Population T.V. Discussion Panels.
INSTITUTION	Coast Community Coll. District, Costa Mesa, Calif.
SPONS AGENCY	Corporation for Public Broadcasting, Washington, D.C.
PUB DATE	Jan 74
NOTE	48p.
EDRS PRICE	MF-$0.75 HC-$1.85
DESCRIPTORS	*Community Colleges; *Community Involvement; *County Programs; *Educational Television; *Information Needs; Institutional Research; Post Secondary Education; Technical Reports; Television Surveys
IDENTIFIERS	*Coast Community College District

ABSTRACT

The results of panel discussions related to audience development for KOCE, a public UHF television station owned and operated by the Coast Community College District, are presented. Ten panels, representing 10 target population groups, took part in the project: professional and white collar workers, Mexican-Americans, senior citizens, blue collar workers, 18 to 25 year olds, women, junior/senior high school students, handicapped, fifth and sixth grade children, and college-level educators. A summary of the panel discussions is provided, followed by a brief description, outcomes, and programming ideas of each panel. Exhibits present the Discussion Panel Reference Form, Invitation Letter, Information Form for Panel Members, brief resumes of each panelist, and Discussion Areas. (DB)

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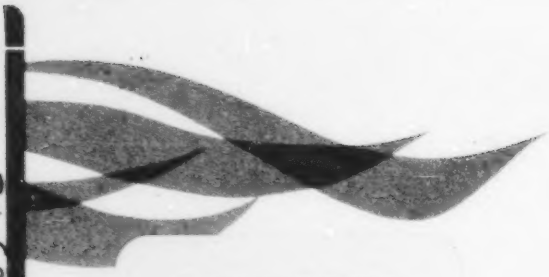

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KOCE-TV

NEEDS-ASSESSMENT SURVEYS

JC 740 096

TARGET POPULATION
TV DISCUSSION PANELS

OFFICE OF INSTITUTIONAL RESEARCH

JANUARY, 1974

● ORANGE COAST COLLEGE
COSTA MESA

● GOLDEN WEST COLLEGE
HUNTINGTON BEACH

KOCE-TV

NEEDS-ASSESSMENT SURVEYS

TARGET POPULATION T.V. DISCUSSION PANELS

Office of Institutional Research

January, 1974

PREFACE

This report describes the proceedings and results of one portion of a research project funded by the Corporation for Public Broadcasting to determine the educational and public service needs of the service area of KOCE, a public UHF television station owned and operated by the Coast Community College District. The portion discussed in these pages consisted of a number of panel discussions of various target population of Orange County, California.

Readers interested only in resulting information of a most general nature can limit their reading to pages 5 through 8. Those who wish more detail concerning findings, but who do not care for it in terms of procedures should read pages 8 through 27. Procedures are discussed in pages 1 through 5. Various exhibits provide examples of letters, forms, and other documents used in conducting the research.

The panel discussions described in this report were all video taped. Half-hour edited versions of the original one-hour tapes are available on Sony videocassettes. For additional information about the project, write to the Office of Institutional Research, Coast Community College District, 1370 Adams Avenue, Costa Mesa, California, 92626.

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KOCE, Channel 50, is a noncommercial educational broadcasting television station serving Orange County, California. The station began broadcasting in November, 1972, serving an area which had not previously been reached by local public television. KOCE has embarked upon a program of building enrollment for local community colleges by providing television courses produced and broadcast by the station. It is also committed to providing comprehensive public service broadcasting to the Orange County area.

In July of 1973, KOCE was awarded a grant from the Corporation for Public Broadcasting to conduct research in audience development and television course evaluation. The audience development portion of the research project includes longitudinal telephone surveys of Orange County, a study of communication patterns to determine how Orange County residents learn of KOCE, and a series of needs-assessment or ascertainment panel discussions of population group leaders which were subsequently reviewed by larger groups of lay members of each population segment. The television course evaluation component includes student course diary and television viewing log studies as well as post-course student surveys.

TARGET POPULATION PANEL DISCUSSIONS

This report presents the results of the ascertainment panel discussion portion of the audience development component of the research project. The panels gathered together leaders from various target population groups in Orange County to discuss the educational and public service needs of each group. The discussions focused on those needs that could be satisfied by public television, although educational needs more generally were often significant topics of discussion.

Each panel consisted of members of the Orange County community who could speak with some knowledge for one of ten target population groups. The groups were as follows:

1. Professional and white collar workers
2. Mexican-Americans
3. Senior citizens
4. Blue collar workers
5. 18 to 25 year-olds
6. Women
7. Junior/Senior high school students
8. Handicapped
9. Fifth and sixth grade children
10. College-level educators

So far as possible, membership in the nine panels represented the Orange County population in terms of geographic area of residence and ethnic background. The Mexican-American panel represented the portion of the Orange County population with that ethnic background: over 11%. In addition, members of ethnic minorities, including both Mexican-Americans and blacks, were included in each of the other panels where possible.

The initial task in this component of the project identified members of the community who could speak with authority for each of the target population groups. Procedures for identifying panelists made use of a chain letter. Initially drawing upon members of KOCE, Channel 50's sixty-member Lay Advisory Board, we described our purposes and asked each member to fill out and return a form (Exhibit A) on which they would list recommended panelists for each of the target groups.

As these lists were returned from Board members, each person recommended on the form was sent the letter shown in Exhibit B, a recommendation form (Exhibit A), as well as an additional information form (Exhibit C) to identify the group in which he felt most qualified to participate. As recommendation forms came in from these secondary recommendees, we again asked those recommended to recommend still others and to fill out the information form (Exhibit C). This process continued for a period of approximately two months, during which time we collected the names of several hundred individuals in the Orange County community who volunteered to serve in discussion groups.

All persons who were eventually asked to participate on the discussion panels were chosen from those who had returned an information form (Exhibit C). As might be expected, considering the relatively high socioeconomic context in which the chain letter procedures took place, the pool of potential panelists consisted mostly of professional or white collar types. We were not attempting across-the-board representation of the county population with the panels, however. Instead, we sought participants who could speak with authority for the target population groups under consideration and who could provide representative ranges of age, ethnic background, experience, and area of residence.

Exhibit D shows a list of those who served on the discussion panels. Seven of the panels were moderated by Jim Cooper, the Coast Community College District Director of Community Services-Communication. The Mexican-American panel was moderated by Jess Perez, Mayor of the city of Orange and a figure of recognized stature in the Mexican-American community. The panel of 18 to 25 year-olds was moderated by Richard Brightman, Director of Institutional Research for the Coast Community College District. The fifth and sixth grade childrens' panel was moderated by Sandy Sauser, Instructional Television Coordinator for KOCE.

In order to give the moderator and each of the panel members some sense of direction for the discussion, we prepared an overview of various areas of discussion. Officials from both Golden West and Orange Coast Colleges as well as the Evening College contributed to this material which was sent to the panel members. It is shown in Exhibit E.

We set meeting times for the panel discussions, contacted panel members and conducted the discussions as planned. The following list shows the times of which each of the panel discussions took place.

1.	Professional and white collar workers	Friday, September 14, 1973 1:30 - 3:30 p.m.
2.	Blue collar workers	Monday, September 17, 1973 7:00 - 9:00 p.m.
3.	Senior citizens	Tuesday, September 18, 1973 1:30 - 3:30 p.m.
4.	Mexican-American	Monday, September 24, 1973 7:00 - 9:00 p.m.
5.	Women	Tuesday, September 25, 1973 1:30 - 3:30 p.m.
6.	18 to 25 year-olds	Tuesday, October 2, 1973 1:30 - 3:30 p.m.

7.	Handicapped	Monday, October 8, 1973 7:00 - 9:00 p.m.
8.	Junior/Senior high school students	Tuesday, October 9, 1973 1:30 - 3:30 p.m.
9.	College-level educators	Tuesday, October 16, 1973 1:30 - 3:30 p.m.
10.	Fifth and sixth grade children	Monday, October 29, 1973 7:00 - 9:00 p.m.

Except for the fifth and sixth grade childrens' panel, which lasted thirty minutes, each panel discussion lasted for sixty minutes and was video taped. The panelists were told that the video tape of their discussion would be shown to a larger group of lay citizens representing the same target population. The reaction of the lay groups to the video tape panel discussions is the subject of another report.

GENERAL FINDINGS

Running through all or almost all of the panel discussions are a number of common themes. Some express fairly explicit needs for television programs that serve a number of different population groups. Others are more suggestive of programming style, such as incorporating attitudinal postures which reflect respect for various population groups and which, accordingly, would generate improved self-esteem for members of those populations. These themes represent broad areas of agreement as to needs for educational and television services shared by several target populations in Orange County.

Here then, is an aggregate summary of the discussions held by the panels.

1. Every panel, including that of the fifth and sixth grade children, saw a need for television services which would acquaint viewers with how political and economic systems work. While the need was expressed in

terms of national and statewide economic and political systems to an extent, the most pressing need was for information about local affairs. Satisfying this need, according to the panelists, would do much to combat political apathy. In their view, apparently, political apathy and political ignorance at least go hand in hand, even if no causal relationship can be demonstrated.

2. Certain population groups can be considered as largely untapped reservoirs of human resource. These include the Mexican-Americans, women, senior citizens, handicapped, and the young. All panels dealing with matters concerning these groups see the need to utilize their resources. The first step toward such utilization is to disseminate information to the public about the nature of the resources in terms of the numbers and capabilities of persons available.
3. Several discussion groups suggested that vignettes about successful members of their groups would be helpful in showing the way for others. The Mexican-Americans, the handicapped, senior citizens, and women all called for the presentation of success stories which would describe how individuals broke out of traditional boundaries of their situations.
4. Many panels expressed the need for information about employment opportunities for their groups. These included the handicapped, women, senior citizens, youth, and professional and white collar workers. In short, they called for a sort of help wanted column of the air, but one which organizes employment opportunities by population groups rather than by type of occupation. For example, weekly announcements of employment opportunities for which employers would welcome applications from senior citizens or women would serve a practical function in providing this

information to job seekers while at the same time, possibly, providing evidence of active employer affirmative action programs.

5. Several groups wanted to improve the self-images of group members which they see as necessary if their group is to better its lot. Blue collar workers, senior citizens, women, handicapped, and Mexican-Americans all developed this theme. Programs which might contribute to the satisfaction of this need would include the success stories mentioned earlier, as well as programs and programming styles which refer to the cultural and societal contributions made by these groups.
6. All groups, save that of the fifth and sixth grade children, expressed a need for programs dealing with health care and consumer education. Often the need was expressed in terms of a particular population group such as senior citizens or women. It is likely, however, that the need can be met by generalized programming efforts that would satisfy the needs of all population groups.
7. Not only the senior citizens but white collar and blue collar workers also called for programs helping people to prepare for retirement were seen as very important. More generally, most groups show great interest in the number of changes in life style that persons may expect to undergo. This interest is reflected in expressed needs for retraining programs to help workers and professionals alike to prepare for new careers. It is particularly pronounced in terms of preparing for retirement--probably the ultimate change in life style.
8. All panels give attention to political activity, to ways of using the political system. This attention is reflected in great interest in local news. There is no question that all panels feel that KOCE should emphasize matters of Orange County concern in its news and public service

broadcasting. Sometimes their suggestions are not altogether practical, as with broadcasting city council meetings, for example, but they nevertheless reflect great concern for local affairs.

9. Some of the groups represented by panelists may be intimidated by the college campus and consequently may find television an important, if not exclusive, avenue to continue their education. Such groups include women returning to school after raising their family, older persons, the handicapped, ethnic minorities, and recent high school graduates or dropouts, particularly those from small schools. Apparently, the size of the college campus is important in terms of its intimidating influence on these persons. To the extent that Orange County is characterized by fairly large institutions of public higher education, televised college courses may open the door to a large number of persons who otherwise feel that going to college is something with which they cannot cope.

PROFESSIONAL AND WHITE COLLAR WORKERS

This panel was one of the best in the series and was particularly interesting in several aspects. Without arguing whether or not so-called white collar and professional persons are more or less articulate, advantaged, or affluent, the panel members by and large represented those elements in Orange County. They were aware, intelligent, and self-assured. If most of them demonstrate an intellectual rather than a passionate commitment to such things as social change and development of equality of opportunity, they are, nevertheless, those who are most able to effect these changes. The panelists, overall, have suggestions and opinions on almost everything presented to them. They are fairly well committed to the premise that, if made aware, people will be eager to replace apathy with learning, culture, and increased political involvement.

Outcomes

1. Educational programs should be entertaining as well as informative. For this group, "education" is often synonymous with "entertainment" and is a satisfying activity for the population segment represented by these panelists. Educational offerings directed toward them should capitalize upon this relationship.
2. The most important public service KOCE can offer to this population segment is news of local politics, local government, and local problems. In the past, Orange County has been seen as an adjunct of Los Angeles. Channel 50 should concentrate on illustrating those aspects of Orange County life that distinguish it from other areas of the Los Angeles basin.
3. Professional and white collar viewers will be looking for innovative uses of television. It is important to develop means to get personal contact established between the television station and the viewing public. One suggestion would establish an advisory council for KOCE as a sounding board for proposed approaches to various topics of local interest.
4. Economic matters, particularly as they are appropriate for the Orange County labor and industrial markets are of interest.
5. KOCE should concentrate on those things that Los Angeles-based public television stations don't. Reruns of Public Broadcasting System programs already aired by Los Angeles-based stations are not as important as distribution of programs which have not been seen before in Orange County.
6. KOCE has a challenging opportunity to engage people in a "New American Culture." People need to participate in culture, not just observe it passively. This raises the unanswered question: How can public service television bring about cultural participation?

Programming Ideas

1. Broadcast programs about cultural life and activities in Orange County. Such programs would include calendars of cultural events.
2. Offer surveys of Orange County job opportunities.
3. College courses should be basic rather than specialized.
4. Develop programs about Orange County economics and politics.
5. Professional persons suffer anxieties about unemployment, retirement, and retraining just as do nonprofessionals. Programs designed for the purpose of ameliorating these anxieties would be of use to a large segment of the Orange County population.

MEXICAN-AMERICANS

This panel discussion was probably the best of the series. Its moderator, Jess Perez, Mayor of the city of Orange, focused the discussion on the needs and concerns of Mexican-Americans in Orange County, keeping the needs-assessment requirements of KOCE peripheral to the broader topic. Through this kind of organization there emerged a more comprehensive and free-flowing picture of the Mexican-American community. The panel concentrated on what it felt was legitimate and important.

Just as the participants agreed on the necessity of unity within their community, so were they well-unified in their identifications of problems, needs, and concerns. The main emphasis of the discussion lay in dealing with specific issues. If, for example, the panel felt a shortcoming in political representation, then it formulated ways in which to remedy the situation. The school picture was seen as poor; and there is woeful lack of relevent counseling for Mexican-American students. Parents are minimally involved, at best, in school activities and the barriers between schools and parents result in low parental attitudes toward education.

In the less tangible areas of cultural identity, family structure, and self-image, the panel reacted against what can be called Anglo-imposed goals and values and the assumption that these goals and values should be assimilated by the Mexican-American community. Older panel members accepted Anglo-imposed goals more readily than did the younger ones. The younger panelists assigned more weight to such things as those aspects of success which go beyond the materialistic. They stressed the importance of liberation as individuals and the pride necessary to feel good about one's identity. While appreciation of these values is implicit in many of the contributions of the older panel members, they were less insistent on associating them directly with the attainment of specific goals for the Mexican-American community.

Outcomes

1. The Mexican-American population in Orange County is increasing to a greater extent than is its political representation. Young Mexican-Americans, however, are awakening to political life.
2. Because of ignorance of schools, Mexican-American families are typically afraid of them. This is particularly true of parents. Television could possibly help to break down the barriers that have been brought about by this fear and anxiety. It might help parents to accept education as a means to economic and social success. A closer liaison is needed between parents and schools.
3. Non-English speaking students should be recognized as persons to be educated in their native tongue rather than as disadvantaged who need remedial treatment.
4. Mexican-Americans must be convinced that education is an important prerequisite for economic well-being in the United States.

5. The barrio population needs exposure to successful Mexican-Americans. They need to find out how the successful ones made it and they would profit from exposure to success models. Too many of the successful Mexican-Americans make it and leave the barrio forever.
6. Anglos need to be convinced that the Mexican-American community represents a fertile pool of human talent.
7. It is important to sell the Mexican-American culture and heritage in Orange County not only to Mexican-Americans but to Anglos and other ethnic groups. This will help to develop a stronger, more positive Mexican-American ethnic self-image.

Programming Ideas

1. Broadcast a series of panel discussions about the Mexican-American community directed to both Mexican-American community and all other ethnic populations in Orange County. Such a series could answer many of the needs identified in the outcomes enumerated above.
2. Produce instructional programs in Spanish for use by local school systems.
3. Develop programs which show various aspects of the Mexican-American culture and its contributions to Orange County life.
4. Distribute programs discussing political action and how the Mexican-American community can use the Orange County's political system to further its own betterment.
5. Prepare programs demonstrating the value of education economically, socially, and personally, particularly as the value relates to Mexican-American youth.

SENIOR CITIZENS

This panel emphasizes the needs for specific kinds of legislation to alleviate economic and other problems of senior citizens. Political apathy on the part of older people themselves is one problem that needs to be overcome before progress can be made. It was clear from the panel discussion that the members were convinced that awareness, i.e. education on political matters relevant to senior citizens' problems, would be a factor in diminishing this apathy.

Outcomes

1. College courses for senior citizens should be short-term involving a minimum of personal involvement with the institution. Senior citizens feel intimidated by the youthful atmosphere of the college campus and, although showing an appetite for continued education, are uncomfortable seeking it in that environment. College credit is not very important.
2. Senior citizens can best help themselves through political action and legislation.
3. Reaching the age of 65 does not mean that productive living is no longer possible. Retired persons often view themselves and are viewed by society as having been put on the shelf, set aside as obsolete or worn out. What do you do when you are retired, live alone, and are removed from society?
4. What is the real nature of the generation gap? How is it seen by senior citizens? Is it a myth?
5. Senior citizens have a need for interpersonal communication. How do they meet others in their age group? How do they find new friends?

6. Society wastes many good minds by forcing retirement at essentially arbitrary chronological age levels. How do those who have retired build a second life? How do they start a second career? Shouldn't they start planning before retirement?

Programming Ideas

1. Offer programs describing legislation beneficial to senior citizens. The programs would discuss various governmental activities providing financial and other aid to senior citizens. The programs would describe how to tap these benefits, and who qualifies.
2. Broadcast public announcement and informational programs for senior citizens concerning special programs, events, volunteer services and transportation.
3. Distribute political action programs for senior citizens which would describe how to work the system, would identify lobbying groups, would specify how they may be contacted, and what their particular areas of interest are. The programs would identify legislators sympathetic to the problems of senior citizens as well as agencies providing benefits to the elderly.
4. Develop programs about the economics of retirement which would provide financial aspects of pensions, social security, medicare, and annuities. The programs would provide information on maximizing value received for income spent, a sort of consumer economics for senior citizens.
5. Develop a series entitled, perhaps, "Life Begins at 60." The series would describe how one starts a second life after retirement. It would depict, as examples, individuals who have started a second career or otherwise built an entirely new life style following retirement.

6. Offer programs helping senior citizens prepare for retirement. One should not wait until the day of his retirement to prepare for it. These programs would be aimed at those who face retirement within the next few years. They would identify areas of interest and activity that retired persons have found to be rewarding. They would help prepare for changes in lifestyle occasioned by reductions in income as well as those brought about by the loss of contact with professional and occupational colleagues.
7. Prepare one or two programs treating health and nutrition topics for senior citizens. These topics would treat matters of particular concern to those over 60 years of age or who are approaching that age bracket.

BLUE COLLAR WORKERS

The panel discussion of persons interested in educational and public service needs of blue collar workers seems to show that this group is becoming less and less distinguishable from the so-called white collar group, particularly in the areas of goals, income, and concerns which impinge from the outside world. Although the blue collar people are certainly not as distinct a group in many obvious respects as Mexican-Americans or senior citizens, nevertheless some characteristics and circumstances must be germane to their lable even though nothing emanating from this discussion seems to identify it.

In terms of the purpose of education in general, two panel members engaged in an interesting interchange. One says, "We have taught our children to want education, not skills...;" the other answers, "Why can't we see education as training for something...The whole process of education should be additive not substitutive." Another thread of thought in this discussion concentrated on the humanitarian aspects of the work-a-day world. According to it, blue collar workers need help in identifying the meaning of life and in seeing themselves as a part of the meaningfulness.

Outcomes

1. Blue collar workers need to update their skills. Workers continuing in an occupation face regular needs for improving their on-the-job skills.
2. More and more frequently during their working lives, blue collar workers should retrain; start a new career.
3. Politics and political action are of interest to blue collar workers.
4. Information on nutrition, child care training for mothers, consumer education, and instruction on financial matters are necessary and valuable.
5. Blue collar workers need to elevate their self-image.
6. Television courses would be good for those with irregular working schedules who, consequently, cannot commit themselves to a regular schedule of college attendance.

Programming Ideas

1. Offer programs on personal health and safety. These would, of course, be appropriate not only for blue collar workers but for all others as well.
2. Develop programs preparing blue collar workers for retirement.
3. Prepare short programs serving various licensed occupations for the purpose of updating skills.
4. Broadcast programs to help women prepare for an occupation after their children leave home.
5. Offer programs helping workers to select new careers and to find ways of preparing for them.

18 TO 25 YEAR-OLDS

The panel discussion about 18 to 25 year-olds is very realistic and, therefore more informative, because of its decision to focus on the relationship between higher education and the motivation, opinions, and problems of

young people who must decide whether or not to attend college. The discussion sought answers to these questions: Why do young people want higher education? What factors influence their initial decision to go to college? What factors are introduced to modify these decisions? The panel was particularly productive because of that discussion devoted to evaluating the higher education process in the light of current social pressures, economic goals, and expectations of young people.

The absence of any feeling that college students come to campus with an intense desire for learning seems of particular significance. While no consensus emerged regarding motivation to attend college, an implicit agreement appeared that college is important more in relationship to occupational, vocational ends for which it can be used than as a learning experience valuable for its own sake. On the other hand, as one panelist put it, "...college is a socially acceptable way into society...It can be used to get psychologically ready (for life as a member of society) and to be doing something socially acceptable at the same time."

Outcomes

1. Education is a legacy provided by parents as a doorway to success to their children.
2. College is a means of getting into the system and learning how it works. For the student, it has social as well as practical benefits. It is a way to satisfy the urge to leave parential influence and at the same time provide the background and credentials needed for entering the world of work.
3. Some students may be intimidated by a college campus, especially when they enter college directly after graduating from a small high school.

4. Many students may harbor a limited view of college and may not be aware of the variety of oncampus opportunities available to them.
5. This age group needs increased political and economic awareness.
6. The Mexican-American community, as well as blacks, are now more prone to accept higher education as a means to success.
7. Veterans come to college to avoid unemployment and to reap veterans' benefits.
8. Television can be used to distribute lectures and other classroom activities to broader audiences. However, television should not replace classrooms and college campuses; rather, it should expand them.
9. Educational television has been too theoretical in its expository approach. It needs to stress the practical aspects of ideas and of learning.
10. Seeking a college degree is not likely to continue to be an important reason for attending college and may not be so now.

Programming Ideas

1. Television should offer programs describing college life and the opportunities available to all those who might attend college.
2. Television should offer programs which present various aspects of the political and economic system as well as current events to persons of college age.

WOMEN

This panel probably would have been more productive had it been organized more closely around those factors which usually provided for identification of women as a special interest group; more specifically, such issues as employment opportunities, discrimination, health care, social roles,

economic discrimination, and child care. Because it was not, the panel did not seem to evidence any particular feeling of unity or uniformly intense conviction on any issue, although this may be because there was no strong conviction to begin with.

Outcomes

1. Women frequently cannot visit campus because of family responsibilities and other duties associated with the home. As a result, television can be an important means of taking college courses for credit and public service information to them.
2. Older women, perhaps more so than older men, are fearful of reentering education. They are likely to be intimidated by the college campus.
3. Women need information dealing with politics and governmental affairs in the community. They need understanding of the political system, the economic system, and of current events particularly to the extent that these things are localized to their areas.
4. Women need to be reintroduced to the work-force, particularly those who have just finished raising a family and wish to change the productive activities of their lives.
5. Women need to improve their self-concepts.

Programming Ideas

1. Offer programs on reentering the job market. Such programs could include employment information and opportunities for training or retraining. Publicize the availability of courses to develop specialized occupational skills.
2. Programs for women in the areas of health, consumer information, and interpersonal communications are needed, particularly for poverty-level

women who often serve as the keystone of their families. For these, information on the care of the young, welfare benefits, budgeting, and birth control are essential.

3. Offer educational programs to develop the human potential of women and to motivate them to seek wider horizons than those delineated by the home and the family. These might include programs dealing with volunteer activities as ways to broaden women's life styles.
4. Prepare programs dealing with political and economic action groups for women.
5. Broadcast a program or a series of programs dealing with social change, intergenerational exchange, and youth-parent value system conflicts.
6. Broadcast courses on travel and painting and other arts-crafts pursuits, particularly for older women.
7. Offer courses for women currently working as technicians who may aspire to managerial level positions previously not typically open to them. These courses would prepare them for broadened supervisory responsibilities.

JUNIOR/SENIOR HIGH SCHOOL STUDENTS

All the members of the junior/senior high school panel seem to reflect in various degrees dissatisfaction with the present status of the condition of public schools. Panel observations range from specific criticisms of technique to philosophic speculation on the relationship among the schools, social goals, and the needs of young people. In several ways, this panel did not meet expectations. Only two students participated, one of whom reflected the alienated population within the school and who played the position of devil's advocate to what he sees, apparently, as the Band-Aid approach of his elders. As a result, he added a circuitous and often unproductive element to the discussion.

Some specific suggestions emerged which have relevance to KOCE. One, for example, proposes video taping of comparative school cultures which could then be used to acquaint students with the variety of differing school situations found in society today. These could also be used to dramatize and make more entertaining certain learning situations.

It's quite possible that a panel consisting exclusively of junior and senior high school students with no adult representation at all would devote an hour to identifying and discussing the needs of young people in their totality rather than only with respect to education. Such a forum could be a way of obtaining valuable information from this age group.

Outcomes

1. Television may be useful in helping adults to recognize teenagers as responsible, productive persons rather than as charges to be contained within the walls and fences of public schools.
2. Wide varieties of counseling information are needed, e.g., the kinds of students colleges are accepting, how one applies to college, career information, information as to how to seek employment, and how to find specific training programs for certain occupations.
3. In the views of this age group, much of the school system is archaic and superficial.
4. Teenagers are particularly interested in programs of local interest, certainly much more so than in programs of a national or international scope.
5. Schools need to increase their ability to treat students individually. Somehow, they must make the learning process more personal.
6. High schools often pay more attention to college-bound students than to the noncollege-bound.

Programming Ideas

1. Broadcast programs about local government and legal agencies for teenagers.
2. Develop programs offering advice to teenagers about their legal rights and their relationships with businesses and law enforcement agencies.
3. Prepare programs showing dramatizations of student life in various schools. Such programs could provide broad ethnic and economic representation which would counter, to some extent, defacto school segregation by ethnic groupings.
4. Develop and maintain a bank of video tapes showing teachers who are particularly good. Use them for inservice training for other teachers as well as for showing to students.
5. Use talented students to teach others through the medium of television.
6. Develop programs of particular interest to teenagers: surfing, bowling, backpacking, and golf, for example. This instruction cannot be passive, however, it must be accompanied by organized personal involvement in the activity.
7. Deliver programs about various careers and the development of career plans.
8. Prepare programs describing college and the variety of educational and social opportunities available at colleges.
9. Prepare consumer education programs for this group. The panel suggested that there is some evidence that the group is being exploited.
10. Respond to the needs for additional counseling for this group. With respect to television, this raises the question: "Can counseling be generalized effectively or must it be on a personal individual basis?"

HANDICAPPED

Of all the panels, this one consisted of persons more directly involved with the subject matter than any of the others. The degree of concern held

by panel members for their subject group exceeds that held by other panels by considerable margin.

Outcomes

1. The first concern of handicapped is for employment.
2. The handicapped need to learn how to make decisions for themselves often after a lifetime of having somebody else make them.
3. The handicapped need help in establishing personal goals and devising plans for reaching them.
4. The handicapped need to be shown other handicapped who are successful in the normal world. They need examples to follow.
5. The handicapped are often characterized by "I can't" attitudes; they need reinforcement of "I can" feelings. Like others, the handicapped will perform up or down to expectations. Inasmuch as others' expectations of the handicapped are often less than for normal persons, handicapped people suffer reductions of self-esteem.
6. Obstacles faced by the handicapped are often created for them by normal society, rather than by them or as a result of their infirmities.
7. Television courses should have visual interpretation of audio information in order to be consumable by the deaf.
8. The handicapped should be hired for the skills they possess, not because they are handicapped. As with other minority groups, the handicapped want to be treated on an equal basis with the majority.

Programming Ideas

1. Deliver programs to employers presenting the handicapped as a source of productive workers. The programs would work toward changing employer

attitudes toward the handicapped so as to increase their expectations of them and would prepare them to evaluate the handicapped in terms of skills rather than disabilities.

2. Present programs describing opportunities for employment for the handicapped and showing how the handicapped can prepare to work in those occupations.
3. Organize televised volunteer centers. Such a program could operate as a clearinghouse to match the needs for volunteers with the availability of persons willing to serve. Programs would serve the general population as well as the handicapped in describing various volunteer activities.
4. Offer programs directed toward parents. These would help, for example, in teaching parents how to cope with handicapped children.
5. Prepare a series of programs for the deaf which would provide news, dramatic productions, public announcements and consumer information with visual interpretation.

FIFTH AND SIXTH GRADE CHILDREN

The children on this panel are obviously bright, articulate, interested, motivated, and from all appearances are drawn from white, middle class society. They represent that society very well. They are familiar with and seem to accept without question the advantages that sophisticated technology provides. As a result, it is necessary to guard against assuming that they speak for a more diverse group of children than they do. The children show great reliance on television for entertainment, and considerable fidelity to the rational and empirical as opposed to the imaginary. They also seem to lack some consideration for creativity.

One thing about which the children were quite articulate was their impression of school as an authoritarian process. There is, in their view, little two-way communication in the classroom. They see this one-way communication channel extended by such visual aids as films and television programs. The children are definitely critical of the assumption that the school knows better than they what constitutes interesting, valid, and relevant material to watch.

Outcomes and Program Suggestions

1. Present reality, rather than the illusion of reality through animation or other imaginary devices. The children want films and programs about real experiences involving real children.
2. Use several ways of presenting the same topic.
3. To the extent that they could influence future programming in educational television, the children would like to see programs patterned after "You Are There," "Elementary News," and Alistair Cook's "America" series.
4. When asked what kind of programs they would create if they were to do so, the children opted for shows involving crafts, that is, how to make things; family situation programs such as "The Brady Bunch;" science fiction; and news.
5. Throughout the panel discussion runs a strong current of "Give us credit for what we know." Moreover, the children seem too educated for educational television. They are too accustomed to adult programming to be talked to as children.

COLLEGE-LEVEL EDUCATORS

This panel brought together representative views from various institutions of higher education as to the roles that educational television, particularly

broadcast television, should play in higher education in Orange County. The panel consisted of representatives from every institution of public higher education in the county including community colleges, the California State University at Fullerton and the University of California at Irvine as well as representatives from two private institutions.

Because the panel members did not share membership in a target population group, in contrast to the other nine panels, their discussion was more objective, if less dynamic, than groups who shared a more cohesive common viewpoint.

Outcomes and Programming Ideas

1. College enrollments are still growing in Orange County, despite national statistics showing contrary trends. This is particularly true for part-time and extension students.
2. Probably the greatest contribution that televised college courses could offer would be in the areas of humanities, liberal arts, and the social sciences. Because of the mass audience reached by educational television, educational programs must necessarily be of a less specialized nature and should provide offerings satisfying a wide range of needs.
3. In order for individuals to continue their participation in higher education, particularly after they enter a full-time career, access to educational resources must be made very convenient. To the extent that educational television can contribute to this convenience it would be of great value.
4. Orange County should be educated as to how to make use of educational materials prepared by KOCE. Broadcast college courses are, after all, a novelty to almost everyone in the United States; this is, of course, true of Orange County. Programs which help the population take advantage of this educational resource would be of value.

5. KOCE could provide a service to institutions of higher education in Orange County by producing short programs for classroom use. Apparently, the panel sees these programs as not being unlike currently-available 16mm movies in various subject areas but more timely.
6. Adults who have not been to college have distinctive characteristics. They tend to be intimidated by the college campus and consequently may be reluctant to continue their education. Television courses which require them to visit college campuses infrequently, if at all, may help break down this barrier.
7. In order for collegiate institutions to participate fully in educational courses broadcast by KOCE, their faculties should be involved. It is important to sell television courses to college staff, and in order to do this, the television products must be of exceptionally high quality.
8. There is no question that the panelists see televised courses as a distinct threat to traditional education. One way to soften the threat in the eyes of faculty members, is to point out that television courses will reach different audiences than those who typically visit college campuses. As a corollary of this observation, television courses must then appeal to this separate audience in terms of its own characteristics rather than in terms of what is now known about the "typical" college student.

EXHIBIT A

Discussion Panel Reference Form

KOCE-TV ADVISORY COMMITTEE
July 19, 1973

DISCUSSION PANEL REFERENCES

The Coast Community College District and KOCE-TV Channel 50 is seeking names of community leaders to serve on discussion panels to identify community needs for educational and public service television. The panel discussions from one component of a needs-assessment and audience analysis research project funded by the Corporation for Public Broadcasting.

Seven panels have been established, each representing an important segment of the OrangeCounty community. Please write the names and city of residence (and/or telephone number if available) of those who you think would be valuable panel members, including yourself. Also indicate the person's leadership activity, e.g., union officer, League of Women Voters member, etc. The names should be written beside the name of the panel on which you think the person should sit. We will contact the persons you name and ask them to serve.

Panel	Name	City	Tele. #	Activity
A. Ethnic Minorities				
B. Professional and White Collar				
C. Blue Collar Occupations				
D. Senior Citizens				
E. Persons Between 18 and 25 Years of Age, Including Veterans				
F. Handicapped				
G. Women				

Panel	Name	City	Tele. #	Activity
A. Ethnic Minorities				
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D. Senior Citizens				
E. Persons Between 18 and 25 Years of Age, Including Veterans				
F. Handicapped				
G. Women				

Please return this list to Richard W. Brightman at the close of the Advisory Committee Meeting or mail it to him at:

Office of Institutional Research
Coast Community College District
1370 Adams Avenue
Costa Mesa, California 92626

Thank you for your help.

EXHIBIT B

Invitation Letter

August 13, 1973

Dr. James B. Utter Jr.
871 No. Waverly Street
Orange, California 92667

Dear Dr. Utter:

Dr. Donald Kleckner has recommended you to us as someone who could make a valuable contribution to our current research project.

Our study, which has been funded by the Corporation for Public Broadcasting, will assess and analyze the public and educational television needs of Orange County. As one phase of the study, we will conduct several group discussions focussing on specific Orange County population groups; among them professional and white collar workers, senior citizens, the handicapped, blue collar workers, women, 18 to 25 year-olds, and Mexican-Americans.

We hope that you will be able to participate in one of these discussion groups. If so, would you please complete the yellow form and return it to us using the enclosed envelope? We will contact you later.

Whether or not you could help us directly by serving in a discussion group, it would be very helpful if you could recommend others who could also serve. May we ask you to write their names, city of residence and area of community activity on the white form? It too, can be returned using the enclosed envelope.

Thank you very much for your help. We look forward to meeting with you and working together on this project. Feel free to call me at 834-5555 or Ms. Jean Riss at 834-5718 if you have any questions about the project.

Sincerely,

Richard W. Brightman
Director, Institutional Research
Coast Community College District

RWB/tlh
Enclosures: 3

EXHIBIT C

Information Form for Panel Members

INFORMATION ON
DISCUSSION GROUP MEMBER

Telephone No.: _____ Age: _____ Occupation: _____

1. In which of the following discussion groups would you feel most qualified to serve as a representative?

   _____ A. Blue-collar workers

   _____ B. Professional or white collar workers

   _____ C. Women

   _____ D. Spanish surnamed or Mexican-American

   _____ E. 18 to 25 year-olds

   _____ F. Senior citizens

   _____ G. Handicapped

   _____ H. Junior high and high school students

   Note: It is not necessary that you be a member of one of the above population groups in order to be able to speak to its educational needs. A 40-year-old high school counselor, for example, could contribute very meaningfully in Group H.

2. We are seeking proportional ethnic representation on each of the discussion groups. Which ethnic group do you feel that you could represent.

   _____ A. Black

   _____ B. Spanish surnamed or brown

   _____ C. Other nonwhite

   _____ D. White

EXHIBIT D

Panelists

Panelists

White Collar and Professional Workers

Robert Citron is a native of California, born in Los Angeles. He is the Orange County Tax Collector-Treasurer since January, 1971. He graduated from the University of So. California and was a manager of a finance company for 10 years prior to running for Orange County Tax Collector.

Conrad Tuohey heads a four-man law firm with offices in Fullerton. Conrad is a member of the California State, American, Orange County, and Los Angeles County Bar Associations. He is very active in the California Partners of the Americas.

Rev. Robert T. Ross is a minister in Orange County and was involved with the founding of a public television station in El Paso, Texas. He has a Masters in Theology from Drew University.

Bernard N. Desenberg is Director of Instructional Media Services at the University of California at Irvine. He was publisher of the Laguna Beach Post Newspaper and the Orange County Sun Magazine. He was also an instructor in Sociology and Psychology.

Joseph Robinson is Administrative Assistant to the County Superintendent. He is working toward an M.P.A. at the California State University at Fullerton. Joe is currently on the Steering Committee of the Orange County Equal Employment Commission; District Commissioner for the Boy Scouts of America Association; Treasurer for the California Association of School Business Offices; and Affirmative Action Coordinator for the County Dept. of Education.

Emmett Frizell has performed as a musician for most of his life. He has been a member of the Musican's Union for 30 years and has been Secretary-Treasurer for three years.

Judy Rosener is a Research Associate and Lecturer at the University of California at Irvine, Graduate School of Administration. She is a former member of the Orange County Grand jury and is an active member of the League for Women Voters.

Blue Collar Workers

Mary Yunt works for the California Federation of Labor. Her current job is Director of Women's activities, California Commission on Political Education. Mary is also Women's Director for the Orange County Committee on Political Education for the Orange County Central Labor Council, AFL-CIO.

Stan Tate is Director of Physical Plant at Chapman College. He previously was Superintendent of Plant Services and Chief Engineer at the Presbyterian Intercommunity Hospital in Whittier and Maintenance Supervisor of Swift and Co.

Pauline Lockwood is the wife of a carpenter. She is very active in the League of Women Voters. Pauline has worked at the Orange County Hospital as nutrition volunteer and has been a PTA president and Girl Scout Leader.

Shirley Bagley works as a tap-welder at Beckman Instruments. She was born in Michigan and has been a resident of Orange County for 18 years. Shirley is taking classes at night.

John Buller is Director of Educational Services at Golden West College.

George Roberts is an Administrator and Professor at the University of California at Irvine.

Senior Citizens

Florence Clark is a native of Los Angeles and lives at Leisure World in Laguna Hills. She is a graduate of the University of California at Berkeley and her interest is bridge.

Ruth Fox is a beauty operator and is a native of California. She is a member of the YMCA Board; on and off since 1945. Ruth was one of the founders of Educational Extension Club which gives scholarships to minority students.

Charles Ruby is a retired college teacher. He taught at Fullerton for 37 years and is a lawyer by trade from Indiana. Charles is active in the California Teacher's Association and was on the State Council of Education for 12 years.

Ben Nicholas was born in New York and came to California 40 years ago. Ben was in the laundry and dry cleaning equipment business and retired 10 years ago. He is actively involved in community politics.

Rose F. Nicholas is the wife of Ben Nicholas. She had a youth camp, residential and day, for 25 years and she has taught nursery school.

Henrietta Winterowd retired 6 years ago from the U.S. Air Force as a civilian employee. She is a representative of the National Council of Senior Citizens which is a 3,000,000 member organization. She is also, treasurer and legislative representative for the National Association of Retired Federal Workers.

Sylvia Bogen is a discussion leader on parent education and Gerontology; is on the Board of Mental Health Association of Orange County; Child Guidance Council of Orange County; and the Advisory Board serving the R.S.V.P. Program.

Mexican-Americans

Carolyn Mendoza is a 7th grade Spanish teacher in Fullerton. She was born in Ohio, graduated from the California State University at Fullerton, and she's now a resident of Santa Ana.

Sal Mendoza works at Rockwell International. He was born in Mexico and came here as a small child; he's been an insurance broker, and his hobbies are sports, reading, and antiques.

Sam Sandoval is Education Opportunities Director for the Santa Ana HUD Insuring Office. A resident of Santa Ana, he's of the Board of Directors of the Santa Ana Boy's Club and a member of the Orange County Fair Housing Council, and also of the Human Relations Commission.

Al Amezcua is a job counselor for the County of Orange, in their personnel department. A Santa Ana resident, he's the president of the Board of Directors of the Orange County Community Action Council, which represents the county's poverty areas. He's also a senior at the University of California, Irvine, where he's majoring in Psychology.

Mike Silvas is an Attorney at Law in Santa Ana. He was born in Orange County where he graduated from Santa Ana High School, attended Santa Ana College, Orange Coast College, Long Beach State University and received his JD degree at Pepperdine College. He has been a member of the Bar Association since December, 1972. He is a resident of Santa Ana.

Mike Leyba is a Superior Court Interpreter for the State of California in Orange County. He was born in New Mexico and has been living in Orange County for 20 years and is a resident of Santa Ana.

Women

Darliene Roop is a resident of Anaheim; she's president of the American Association of University Women, and also president of the Bellflower Rotary Annes. In addition, she's a consultant for the Girl Scouts, and a volunteer at the Braille Institute.

Jo Caines is a member of the Citizens Direction Finding Commission, and on the Family and Children's Services Advisory Commission. She is a member of the Speakers' Bureau for the Orange County Fair Housing Council, and was on the 1969 Grand Jury. She lives in Orange, where she's a member of that city's Affirmative Action Committee.

Joy Conners is an attorney, and past president of Orange County NOW; she's been active in the women's movement for the past five years. She used to be a newspaper reporter on the Las Vegas Sun and the Riverside Press-Telegram, and she spent about a year as a volunteer at Cablevision in Newport Beach, where she got some experience as a camerawomen and director.

Mary Powell just finished a library technology course at Santa Ana College, and is now taking advanced typing and Spanish. She got her B.Ed. from UCLA, is active in OWL (Older Women's Liberation), and is also interested in the Orange County Council on Aging.

Linda Martin is a native Californian, born in Alhambra. She's working now as a student counselor at Irvine while she pursues her Master's Degree in Social Ecology, specializing in Mental Health. She's also a facilitator for Project REACHOUT.

JoAnn Barnett has lived in Anaheim 11 years; she has four children, from 4th grade to 1st year college, and she's president of the Anaheim Elementary School Board. She's been active in the PTA and Girl Scouts, and last year she received the Annie Accolade from the Women's Division of the Anaheim Chamber of Commerce.

Marilyn Lees is the Director of Advertising and Public Relations for Weight Watchers in Southern California. She began with CBS in Chicago where she edited Supermarketing, a food buying guide. She is a graduate of the University of Oregon and has attended the University of Illinois and the University of California in a Master's Degree program in Sociology. She is a resident of Corona del Mar.

18 to 25 Year-Olds

Armando Banuelos is student body president at the University of California at Irvine and in that capacity he recently appeared before the Board of Regents asking them to review the University's investment policy with regard to companies that practice discrimination. He has a double major of Political Science and Spanish Literature and he's hoping to become a lawyer. He is a resident of Irvine.

Pat Mercado is a student at Orange Coast College with a 4.0 average. Her major is anthropology and she's especially interested in Archaeology. This past summer she did some digging in the Back Bay area. She likes to read, and she's also quite interested in politics. She is a resident of Costa Mesa.

Albert Mortenson is an instructor of American History at Compton Community College. He has an MA in History which he received from the University of Nebraska. He has been in Orange County for 20 years and is a resident of Garden Grove.

Jack Sappington is an administrator of Special Programs for the Orange Unified School District in bi-lingual/bi-cultural Title I Early Child Vocational Education and Career Education. He has an MA in Education from the California State University at Long Beach. He is a resident of Villa Park.

Tom Hamilton is a Veteran's Advisor at Golden West College and plans to start college in February. He was born in Kentucky and has been in Orange County for six months. He is a resident of Costa Mesa.

Robin Young is a Project Director of Youth Services Center for the City of Westminster. She is a City Councilwoman for the city of La Habra and belongs to the League of Women Voters. She has an MA in Economics and Political Science from London School in England. She is a resident of La Habra.

Handicapped

Sadie Reid is Director of the Creative Day Care Center in Santa Ana. She has run for the Orange County Board of Supervisors and for the Santa Ana School Board because she believes that the black community needs to become involved in community issues and also that women should be in county government. Sadie lost her right arm at the age of 17.

Zada Fields is the Director of the Deaf Ministry for the Westminster First Baptist Church. She has been a teacher and leader for 19 years and works primarily with high school age and young married people. She was a high school drop-out and she just happens to be the only interpreter listed in the Orange County yellow pages--a perfect illustration of "let your fingers do the walking."

Leslie Zimmerman has been Director of Personnel for Goodwill Industries in Santa Ana since 1963. He was a military chaplain in World War II and was a Japanese Prisoner of War from 1942-1945. At present, he is on the Board of Directors of the Orange County Council on Alcoholism and the Orange County Family Life Council and he is a member of the Executive Committee of the Orange County Action Committee for the Physically Handicapped.

Edward Roberts is Superintendent of the Central County Regional Occupational Program at the Orange Unified School District. He also holds a General Contractor's License and owns Roberts Enterprises. He has a doctorate degree from UCLA. In addition to his educational career, he's been a draftsman, carpenter and saddlemaker; and he believes that every student that graduates from high school must possess a salable skill.

Jan Jenkins is Assistant Dean of Students at the University of California at Irvine where she is advisor for handicapped students and also for international students and scholars. Jan also serves as executive secretary for the UCI Parents Organization, and when time permits, she likes to play golf.

Michael Nason is executive assistant to Dr. Robert Shuler of the Garden Grove Community Walk-in Church. He has a daughter who has brain damage--she's been undergoing some rather unusual therapy, through the Institute for Achieving Human Potential in Philadelphia, Pennsylvania. Born in Springfield, Massachusetts, Michael has lived in California since 1955, and his hobby is trout fishing.

Paul Culton is Chairman of the Hearing Impaired Programs at Golden West College. He taught school for the deaf in Iowa for 13 years and has been a teacher of sign language in adult education classes since 1960. Paul is president of the Southern California Registry of Interpreters for the Deaf; and, assistant chairman of the Regional TRIPOD conferences.

Junior/Senior High School Students

Frank Montalbano teaches English and drama at Kennedy High School in Anaheim. One of the courses he teaches is a workshop which produces a 10-minute radio news program broadcast every week to the Kennedy campus; and for another, students take a TV camera into the classroom and tape classes in action. Frank graduated from California State University at Fullerton and he's studying for his Master's in television.

Karen Roorda is a student at Huntington Beach High School. She's tutored children in reading, and she plans to go to law school. She enjoys working in the family garden, raising vegetables, and she likes to sail. She is a resident of Huntington Beach.

Jeff Shipp is a student at Gilbert High School in Anaheim. He's interested in the arts; he's done work in photography, drawing and sculpture, and he plans to make his career in an esthetic field. He also surfs quite a bit. He is a resident of Cypress.

Fred Garcia is the Associate Dean of Admissions and Records at Orange Coast College. He is a member of the Garden Grove Joint City Council School Board Committee and also is on the Advisory Committee for the Orange County Probation Department. He has a master's in History from California State University at Long Beach.

John Williams is a counselor at Santa Ana Valley High School. He received his BS degree at Grambling College in Louisiana, and he's lived in California since 1964. He plans to get his masters in school administration from California State University at Fullerton this year and he's on the Board of Directors of the Occupational Industrial Center, one of a nationwide chain of training centers for low-income people. He's very active in the Second Baptist Church of Santa Ana, and he's also on the Board of Directors of the People's Clinic.

Educators

Burton Reis is Executive Director of Western State University College of Law in Anaheim. He has been active in the direction of both vocational and professional education for many years. He was active in the initial series of television offerings by the University of Southern California on Channel 9 (formerly KFI-TV). He served as associate producer the year the series was awarded the first Peabody award for Educational Television. He is a resident of Santa Ana.

William Murison is Associate Vice President of Continuing Education at the California State University at Fullerton. He has a Ph.D. in Biology and is a past principal of Selkirk College in British Columbia, Canada. He was born in Scotland and now resides in Fullerton.

John Hoy is Vice Chancellor of Student Affairs at the University of California at Irvine. He has an MA in Liberal Studies from Wesleyan University. He is a member of the American Association of Colleges, College Entrance Examination Board and the Board of Education to the Center for the Study of the President. John is a resident of Irvine.

Phillip Borst is Administrative Dean of Instruction at Fullerton Community College. He has an A.A. from Fullerton Community College and a Ph.D. in Government from Claremont Graduate School. He is a member of the North Orange County Human Relations Council and a representative to the Southern California Research Group. Phillip is a resident of Placentia.

John Johnson is President of Santa Ana College and Superintendent of the Rancho Santiago Community College District. He received his Ed.D. in Administration of Higher Education from the University of Southern California. He has served on the American Association of Junior Colleges Commission on Student Personnel and on Administration. He now serves on the California Junior College Association Board of Directors and is on the Board of Directors of the California Community College Association. He is a resident of Santa Ana.

William Weisberger is Director of Instructional Media at Saddleback College. He received an M.A. in Instructional Media/Education from California State University at Long Beach. He is a member of the National Association of Educational Broadcasters and of the West Conference which is the Western Educational Society for Television.

Hank Panian is a professor of United States and California History at Orange Coast College and is Assistant Division Chairman in the Evening College at OCC. He has an MA in Mexican History from the University of California at Berkeley. He has a broad background dealing with young people, elementary through University people and relating education to the broader community.

Fifth and Sixth Grade Children

Mike Reid age 10. Mike attends Sonora School in the Newport-Mesa Unified School District.

Teri Croker age 10. Teri attends Sonora School in the Newport-Mesa Unified School District.

Jeff Johnson age 10. Jeff attends Santiago School in the Santa Ana Unified School District.

Nancy Elliott age 10. Nancy attends Santiago School in the Santa Ana Unified School District.

Shannon Brightman age 8. Shannon attends Turtlerock School in the Irvine Unified School District.

David Widawsky age 10. David attends Turtlerock School in the Irvine Unified School District.

Jeff Lamb age 9. Jeff attends Westmont School in the Oceanview School District.

Lori Norton age 9. Lori attends Westmont School in the Oceanview School District.

EXHIBIT E

Discussion Areas

General Education

By "general education" is meant subject areas that one often finds in college or high school curricula.

1. Social Sciences

   A. History

      What eras of history? United States history? European history? Far Eastern history? Is there an interest in cultural history, such as history of the American Indian or of the American Negro?

   B. Politics

      National politics? State politics? Local politics? International politics? Is there interest in the democratic process used to elect public officials? What about the influence of influential individuals such as William F. Buckley, Ted Kennedy, or George Meany?

   C. Economics

      What kind of economics is of particular interest? National economics and economic policy? Personal economics? Finance and personal investment? Is there interest in international trade?

   D. Anthropology

      Cultural or physical anthropology? Is there interest in archeology? What cultures are of most interest? American Indian? Sumerian?

2. Humanities

   A. Literature

      What kind of literature? American authors? Californian authors? Foreign authors? Literature devoted to a particular subject such as poetry, creative writing?

   B. Languages

      Which languages? English for Spanish speaking? Quick courses in conversational languages for those traveling abroad?

   C. Art and Music

      What types of art? Painting? Photography? Sculpture? What kinds of music? Classical? Folk music? Should arts and music be taught at an appreciation level or at a skill level?

3. Behavioral Sciences

Which behavioral sciences? Psychology? Sociology? What aspects of these sciences are of most interest?

4. Sciences

Which sciences are most important? Physics? Chemistry? Life sciences? Should presentations be very technical or should they be of a broader, general-interest appeal?

5. Preparatory or Review Subjects

Is there a need for educational presentations that would prepare persons to engage in further studies or to make up deficiencies in past school work? Such subjects as English and mathematics are often offered at a preparatory or review level. Is there need for materials to help those who seek to become naturalized United States citizens? How about English from the Spanish speaking?

Personal Development

This area of subjects develops skills and provides knowledge useful in making life richer.

1. Health

Health related areas of interest include drugs and drug abuse, alcoholism, first-aid, diseases, and preventive medicine. Is there interest, for example, in health care information for middle aged persons dealing with, for example, cardio-vascular diseases, physical fitness in general, and effects of alcohol and tabacco products consumed moderately?

2. Personal finance and investment; budgeting

Is there interest in security markets, commodity markets, investing in government or corporate bonds, or in portfolio management? How about courses in family financial management?

3. Consumer information

How about presentations involving assessing merchandise quality? On time payment plans, including automobile and home furnishing? Is there a need for techniques of price comparing and the economics of the family food budget?

4. Home improvement

Is there a need for programs dealing with matters of home safety? Of home maintenance? How about programs to develop skills in plumbing, carpentry, masonry, and roofing?

5. Interpersonal communications

There has been considerable general interest in interpersonal communications as witnessed by the popularity of such books as I'm Okay, You're Okay, Body Language, and such group activities as those conducted by the Esalen Institute. Is there possibility for television programs devoted to techniques of interpersonal communications?

6. Avocational interest

What role can television play in such avocational interests as: (a) sports and games, (b) hobbies, (c) crafts, (d) cooking, (e) travel, and other ways to make productive use of increased leisure time?

Employment Preparation and Job Skills

This category of interest focuses on professional and occupational matters.

1. Promotion or advancement

If one seeks a promotion or on-the-job advancement, into which level of employment is advancement sought? Foreman? Supervisor? What skills are necessary for advancement into initial supervisory positions? What skills are essential for job advancement or promotion? Writing skills? Management skills? Computational skills? Communications? Public speaking? How about the dynamics of organization?

2. Initial job placement

What general areas of employment are fertile for initial job placement? Is there need for programs helping individuals to select career fields or to select specific jobs related to their personal abilities and interests?

3. Update job skills

Are there identifiable areas of employment skills for which many workers could benefit by additional training? What areas are these? What kind of training programs are best?

4. Starting a new career

National statistics show that on the average, the head of a household changes careers three times during his lifetime. What is needed to help persons in the process of changing careers? How about programs describing the opening of new career fields such as recently, environmental technicians, marine technicians, and medical paraprofessionals? What training activities need to be undertaken to begin a new career?

5. Reintroducing women to the work force

Women whose children have grown old enough to be self-sufficient are increasingly interested in returning to the world of work. What types of educational and training activities would be most beneficial to these persons? Are there particular areas of skill training that could well be offered over television? Is there need for programs of general orientation to help women re-enter the work-a-day world?

6. Moonlighting

Many workers prefer a second job to leisure time. What kind of job opportunities are best suited to this kind of second job activity? Is there a need for educational or training programs to help currently employed persons seek out and prepare for a second job either on a full- or part-time basis?

7. Career information

Would it be useful to have television programs describing individual careers and the activities of those who are occupied in them? Would this be useful to those seeking a second or third career? Would it be useful to high school and college students in selecting their initial career? What careers would seem to hold the most promise for this type of program?

8. Current job opportunities

Would a regularly scheduled series of programs dealing with current job opportunities be useful, a sort of help-wanted column of the air? If so, what would be the format of such a program? Is television a good medium for this type of information dissemination?

Awareness; Appreciation of Current Events

This category of interest has to do with the world about us and providing information and educational services about it.

1. Environment

   How about television programs dealing with overpopulation? Pollution? The energy crisis? Other environmentally related problems?

2. National and local politics

   Would there be interest in television programs dealing with local legislative matters and community political concerns? How about profiles of new political leaders such as Charles Percy, or Robert Lindsey? Would there be interest in programs dealing with political influence and political morality? How about programs devoted to the nature and functioning of participative democracy?

3. World affairs

   Would people watch television presentations dealing with world affairs? If so, what aspects of world affairs would be of most interest, the evolving relationships between the great powers, such as China and Russia? The United States and China? How about the relationship between America and Europe? The emergence of third world countries? How about the influences of world affairs on internal, national and local conditions?

4. Social change

   There seems to be great interest these days in certain areas of social change in American society. Would people be interested in watching television programs on enrolling in television courses dealing with the recognition of the rights of minority groups? Sexual freedom? Changing the family patterns? Marriage and divorce? Are people interested enough in the youth movement, for example, to watch a series of programs about it? How about the changing role of women and the changing roles of persons within the American family in general? What other areas of social change might be of interest?

5. Orange County affairs

   KOCE-TV, Channel 50, already devotes television time to various events, people, and organizations in Orange County through its Focus on Orange County series. Is there interest in more specialized programming dealing with Orange County problems and features, such as transportation, housing, and open space? How about a program on the activities of the Regional South Coast Commission in terms of Orange County's beach line? Is there interest in public television discussions of zoning activities and city planning?

6. Judicial system

One of the Coast Community College District's more popular television courses has been "Law for the 70's." How much interest is there in the population for informational and educational programs dealing with our judicial system? How about such problems as crowded court calanders? How does one gain access to the small claims court? What are probate and divorce procedures? Is there use for programs dealing with the legal aspects of consumer finance, business contracts, and home ownership? How does one, and why does one enter into bankruptch proceedings? What are, and how does one reach various consumer and public protective agencies?

Educational Television

1. Would people enroll in television courses? If so what kind of courses would be of most value? One involving just a few programs? One involving long series of programs, say, with 40-50 separate half-hour television broadcasts? Should the course involve textbook readings? Would people be interested in participating in course discussion groups?

2. Would people be interested in enrolling in television courses for college credit or just for general information and interest? Why would they want college credit? To earn a college degree? What level of degree? Associate? Bachelor? Graduate?

3. What alternatives are there available to meeting these educational and informational needs of the population? Will public service programs alone do it? Will a significant portion of the population be interested in television courses and if so, would they want to take such courses for credit or would they be satisfied to do the work informally; simply watching the television presentations and reading those portions of the textbook that are of most interest to them?

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 28 1974

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